AP U.S. History, Semester 2
Unit Quiz: Imperialism and World War I
Instructor's Version B

Answers: Multiple-Choice Questions

1.	**E**	**16.**	**D**
2.	**C**	**17.**	**A**
3.	**B**	**18.**	**A**
4.	**B**	**19.**	**D**
5.	**D**	**20.**	**B**
6.	**A**	**21.**	**E**
7.	**C**	**22.**	**C**
8.	**A**	**23.**	**C**
9.	**D**	**24.**	**A**
10.	**C**	**25.**	**B**
11.	**E**	**26.**	**E**
12.	**E**	**27.**	**B**
13.	**B**	**28.**	**B**
14.	**C**	**29.**	**A**
15.	**B**	**30.**	**D**

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Answers: Free-Response Questions

Students choose to answer one of the following essay questions.

Question 1:
Assess the validity of the following statement: Woodrow Wilson was naive and ineffective in his conduct of foreign policy from 1912 to 1920.

Key points

1. Main foreign policy issues and crises faced by Wilson:
- **A.** Results of American empire and expansion in Asia, including business interests:
  - Six Power Consortium—bankers' proposed loans to new Chinese government
- **B.** Results of "dollar diplomacy" in the Americas:
  - Conflict between protecting business interests in the Caribbean and non-intervention
- **C.** Mexican revolution and cross-border incursions by Mexican rebels
- **D.** War in Europe:
  - Freedom of the seas
  - Neutrality
  - Question of American participation in the war
- **E.** Controversy over League of Nations after end of war

2. Conflicts between the ideal of advancing world democracy and the reality of protecting American interests in Wilson's foreign policy:

A. East Asia:

Idealism:
- Renounced "dollar diplomacy"
- Underwood Simmins Tariff—1913—cut rates
- Discontinued support for the Six Power Consortium; canceled loans to China, arguing that they would give American banks and business too much power in the new Chinese government

Reality:
- Needed to continue supporting American colonies in East Asia

B. Americas—Caribbean and Central America:

Idealism:
- Renounced "dollar diplomacy"—would no longer use American force to back up American business interests in the Americas
- Would no longer use military to back up bankers' investments in local governments

Reality:
- Found it necessary to keep the Marines in Nicaragua
- Sent Marines to Haiti in 1915 after two local revolutions
- Sent Marines to Dominican Republic in 1916
- Intervened in Central America and Caribbean more often than Taft had

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C. Americas—Mexico:

Idealism:
- Did not recognize the military government of General Huerta in 1913 in Mexico, arguing that "just government rests on the consent of the governed"
- Tried to support the rebels—removed embargo on arms to Mexico

Reality:
- Arrest of Americans in Tampico
- Intervened in Veracruz—American occupation
- Rebels under Pancho Villa, 1915-1916 raided Texas and New Mexico; forced to Wilson to intervene, sent General Pershing and army

D. War in Europe:

Idealism:
- Tried to remain neutral
- Tried to maintain freedom of the seas and freedom of trade
- Even in face of destruction of American ships and loss of American lives, called for patience
- Pressured by Secretary of State Bryan not to be too harsh on Germans
- Persuaded Germans to sign *Arabic* pledge, and then *Sussex* pledge, not to use submarines against civilian ships
- Sent his close adviser Colonel House to mediate between Germany and the Allied powers
- Argued that "only a peace without victory could succeed" and called for a "peace between equals"
- Ran in 1916 on phrase: "He kept us out of war"

Reality:
- Large numbers of Americans of German and Irish background supported Germany.
- Large numbers of Americans who supported Britain and France.
- Germans continued to sink ships—including *Lusitania*.

3. Wilson and entry into the war:

- Necessary to consider intervention—debates over military preparedness.
- Revenue Act of 1916—to raise funds to increase the military.
- Continued sinkings of American vessels brought end of diplomatic relations with Germany in 1917.
- Realization of necessity of armed conflict led to:
  - Army Appropriation Act of 1916
  - Lever Food and Fuel Control Act 1917—with the establishment of the Food Administration
  - Limits placed on civil liberties (Espionage Act and Sedition Act)

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4. Wilson and the End of the War:

Idealism:
- Announcement of the Fourteen Points as American war aims:
  - Open—not secret—diplomacy
  - Freedom of the seas
  - Removal of all trade barriers
  - Reduction of armaments
  - Self-determination of various nationalities formerly in empires
  - Adjustment of colonial claims based on interests of the subject peoples
  - Formation of an association of nations to prevent future wars and to guarantee independence to all countries
- After the war, fought for ratification of the treaty ending the war and establishment of the League of Nations

Reality:
- European victors were not willing to go along with all of his Fourteen Points.
- Had to compromise.
- Could not persuade them to treat Germany gently:
  - Had to agree on reparations plan proposed by French and English; had to agree on "war guilt" clause.
  - Clemenceau and Lloyd George realists, not idealists
- Did persuade them to incorporate the League of Nations into the Versailles Treaty, but was unable to persuade American Senate to ratify it:
  - Many opposed the harsh treatment of Germany.
  - Many opposed the League.
  - Wilson disagreed with both the "reservationists" and the "irreconcilables."
  - Wilson's refusal to compromise with the Senate and his illness led to the defeat of the Versailles Treaty.
  - Had he compromised, he might have gained support of the "reservationists."
  - Wilson vetoed Congress' declaration that the war was over—1920.

Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.
- Students may make different arguments than those listed above.

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
To score 36-40 points, the student's answer should have a strong, clear thesis that argues for or against characterizing Wilson's policies as naive and ineffective. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the points in the above list (though they may go beyond the list). The organization should be clear. The answer will contain only minor errors.

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32-35 points—Very Good
To score 32-35 points, the student's answer should have a thesis that makes an argument about whether Wilson's policies should be characterized as naive and ineffective, though the thesis may lack focus. The answer must be logically organized, and the student should include many of the specific points from the above list. The essay will be organized, though it may contain flaws in logic, and some errors.

28-31 points—Adequate
To score 28-31 points, the student should try to make some argument about Wilson's foreign policy, though the thesis may be vague or absent. The student must include at least some of the points listed above. The essay may be disorganized, and there may be flaws in the argument. The answer may contain errors.

24-27 points—Flawed
To score 24-27 points, the student's answer will demonstrate serious weaknesses. It may have no thesis statement at all, and little or no argument and organization. The answer will include few of the points listed above. The answer may show little understanding of Wilson's policies or of the crises he faced, and will not convincingly evaluate Wilson's policies.

20-23 points—Severely Flawed
To score 20-23 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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Question 2:

What were the main issues in the debate between imperialism and anti-imperialism concerning the acquisition of the Philippines and why did those supporting imperialism win?

Key points

1. The main issues in the debate:

- Should the U.S. have an empire?
- If the answer to the first question is "yes," what should America's policy toward its colonies be like?
- Should the Philippines be annexed by the U.S.?
- Should U.S. foreign policy be driven by American business interests, or by American ideals?

2. Events and developments that led to the debate over the Philippines:

- Manifest Destiny had been extended to the international arena.
- Admiral Dewey's victory in Phillipines encouraged expansionists.
- Alfred Mahan had argued that American prosperity depended on establishing naval bases around the world.
- Business interests in Asia; oil and textiles.
- Missionary interests.
- Rudyard Kipling called for American's to take up the "White Man's Burden."
- Had already annexed Hawaii.
- Partitioned Samoa.
- Laid claims to Wake Island.

3. Arguments of expansionists and imperialists:

- National honor: America should have an empire too.
- Commerce would benefit: growing economy needed markets and resources.
- Supposed racial superiority: Americans have special ability to improve rest of the world.
- Altruism: Filipinos could benefit from American ideals, government, and economics.
- Philippines would be a good base for military and economy.
- Ending of the war in this way would lead eventually to independence of Philippines.
- To summarize: combination of saving Asia and getting rich.

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4. Arguments of the anti-imperialists:

- Acquisition of the Philippines would undermine democracy there and at home.
- America had no business creating an empire (appeal for isolationism).
- Imperialism contradicted American principles of self-government; America had wrested its own independence from an empire.
- Bryan argued that it made no sense to simultaneously liberate Cuba and annex the Philippines.
- It would undermine the logic of the Monroe Doctrine—which called for American interests only in the Americas—while Europe's interests were in the rest of the world.
- Some argued that annexation of the Philippines would lead to "racial mixing."
- Due to remote location, Philippines would be difficult to govern and to defend.
- Labor leaders opposed imperialism; would open up America to new Asian immigration.

5. Possible reasons to explain the victory of the imperialists:

- The populist Bryan lent his support—not an imperialist, but believed that annexation would open the way for future independence of the Philippines and Cuba.
- America was waging a guerilla war at the time the debates took place; American occupation was deemed necessary to end that war.
- Anti-imperialists included a long list of intellectuals and reformers:
  - Andrew Carnegie, whose "Gospel of Wealth" focused on internal development
  - Samuel Gompers and other labor leaders
  - Jane Addams
  - William James
- But pro-imperialists included many in government where the decision would be made:
  - Senator Beveridge
  - William Howard Taft, who became the first American governor of the Phillipines
- American "interests"—both business and political—carried the day over American national ideals.

<u>Pointers for Instructors</u>

- Make sure students focus on their argument, rather than on a narrative. They will have to focus on the arguments for and against, no matter which side they take.
- Make sure students use specific evidence to support their arguments.

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Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
To score 36-40 points, the student's answer should have a strong, clear thesis and body paragraphs that indicate what led to American annexation of the Philippines, what the debate was about, and why the imperialists won out in the end. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the major points in the above list (though they may go beyond the list). The organization should be clear. The answer will contain only minor errors.

32-35 points—Very Good
To score 32-35 points, the student's answer should have a thesis that makes an argument about the reasons for the annexation of the Philippines, and the reasons for and against an American empire. The answer must be logically organized, and the student should include some of the specific points from the above list.

28-31 points—Adequate
To score 28-31 points, the student's answer should try to make some argument about the annexation of the Philippines, though the thesis may be vague or absent. The answer should include at least a few of the points listed above. The essay may be disorganized, and there may be flaws in the argument. The answer may contain errors.

24-27 points—Flawed
To score 24-27 points, the student's answer will demonstrate serious weaknesses. It may have no thesis statement, and the argument may be flawed. The answer will include few of the points listed above. The answer may show little understanding of the debates over annexation of the Philippines.

20-23 points—Severely Flawed
To score 20-23 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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